

SATs Test Dates 2023

English

- Tuesday 9th May
English GPS papers
 - Paper 1 grammar and punctuation questions (45 mins)
 - Paper 2 Spelling (20 words)
- Wednesday 10th May
 - English reading paper (1 hour)

Maths

- Thursday 11th May
 - Paper 1 arithmetic (30 mins) – 40 marks
 - Paper 2 reasoning (40 mins) – 35 marks
- Friday 12th May
 - Paper 3 reasoning (40 mins) – 35 marks
- Writing is assessed by teachers

English

Year 6

Aims

- To share assessment statements for reading and writing and identify how we assess
- To share examples of SATs reading and Grammar, Punctuation and Spelling (GPS) questions
- To identify how you can help your children at home

Reading

What is assessed?

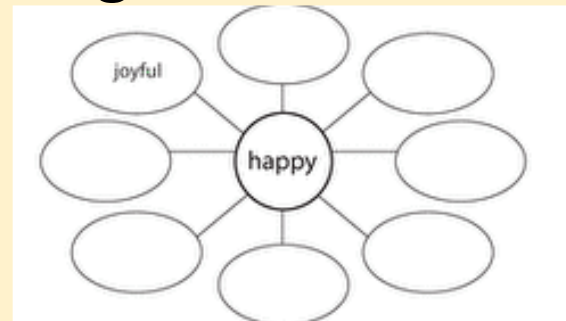
Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Content domains
are the areas of
reading that
children are
assessed against.

Vocabulary

2a give / explain the meaning of words in context

- Don't assume your child knows the meaning of words that they can read or decode.
- Question them about vocabulary and encourage them to note down any unfamiliar words.
- Discuss the meaning together using the rest of the sentence/text to help work out what it means.
- Helping children to develop their vocabulary is vital. Encourage children to think of synonyms for words read in texts.



Retrieval

2b retrieve and record information / identify key details from fiction and non-fiction

- Involves simply retrieving information from a text
- This information is often obvious and easy to locate within a text.
- To locate this information, children need to develop their skimming and scanning skills:
 - Skimming is reading quickly across the text
 - Scanning is reading rapidly in order to find specific information



Summarise

2c

summarise main ideas from more than one paragraph

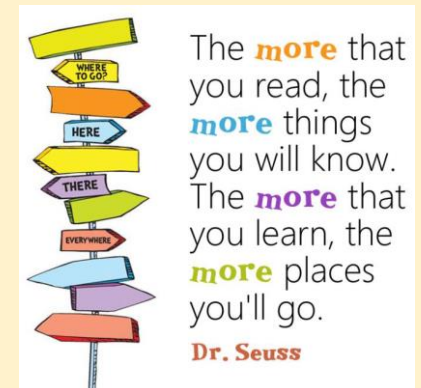
- Involves taking the main ideas from the text and writing them more concisely in your own words
- When reading with your child, you could get them to summarise a paragraph or chapter to practise the skill.

Infer

2d make inferences from the text / explain and justify inferences with evidence from the text

- Involves piecing together clues from a text to draw a conclusion
- Heavily weighted in the SATs reading test
- The more that your child reads, the better their inference skills will become.
- Children make assumptions and give impressions about a text / character and 'build a case' to support these by collecting evidence from a text as they read.

Impression	Evidence



Predict

2e

predict what might happen from details stated and implied

- This is not simply guess work!
- It involves drawing upon clues from what has already been read.
- When reading with children, ask them for their predictions and ask them where they got their evidence from.

Explain

2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

- Involves explaining an author's intent

Types of Questions

- Sequencing e.g.

11 Number the following events 1 – 5 to show the order in which they happened.

The **last** one has been done for you.

Veronika waved to her family.	<input type="text" value="5"/>
Yuri handed Veronika her kit bag.	<input type="text"/>
Veronika met Sofi.	<input type="text"/>
Veronika walked out to the bus.	<input type="text"/>
Veronika helped Uncle up the steps.	<input type="text"/>

1 mark

- Find and copy e.g.

26 Look at the first paragraph, beginning: *Ours was a steep...*

Find and copy one word that shows that the evening was getting dark.

1 mark

- Matching e.g.

9 Draw **three** lines to match each character to the most suitable description.

One has been done for you.

Yuri	humorous
Veronika	disorganised
Uncle	cheerful
Megan	wise

1 mark

- Short, constructed response e.g.

31 ...I went thoughtfully down to the basement where my mother was cooking...

What might Penelope have been thinking at this point in the story?

1 mark

- Open-ended response e.g.

33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

GPS

Example questions

3

Draw a line to match each **prefix** to the correct word to make a new word.

Prefix

en

de

dis

Word

cover

large

frost

1 mark

21

Insert a **colon** in the correct place in the sentence below.

Many fossils are not as big as people think some are so small
that you need a microscope to see them.

1 mark

19

Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

After they had been for a swim, the boys had a drink

☐☐

because they were very thirsty.

☐

1 mark

23

Which option is punctuated correctly?

Tick **one**.

He is famous for his innovative music: a mix of recorded noises, traditional instruments and songs.

☐

He is famous for his innovative music. a mix of recorded noises, traditional instruments and songs.

☐

He is famous for his innovative music; a mix of recorded noises, traditional instruments, and songs.

☐

He is famous for his innovative music, (a mix of recorded noises, traditional instruments and songs).

☐

1 mark

Spelling

Spelling patterns are taught in class.

Children also need to know how to spell common exception words.

Children are expected to be able to read and spell all of these words.

Practise these words with your child at home. Can they read them? Can they spell them?

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Writing

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

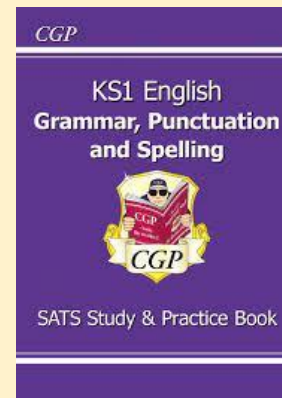
The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

How can you help at home?

- Read!
 - Listen to your children read and read to them
 - Read different texts / genres
 - Discuss what has been read
 - Practise skimming and scanning skills
- Help your child to learn their weekly spellings – Use Spelling Frame
- Revision guides
- Online games



Easter holidays

- We find it helps students to do a little learning over the Easter break. Wellbeing is improved as students don't take so long to get back into learning.
- Students will receive a reading test, GPS and spelling test and answers.
- Tackle this how ever you like.
 - spread over the break / sit as a test
 - Independently / with friends / adult
- Please mark the questions together and talk about any they are not sure about. The Toolkit could be used to support this.
- Bring the tests back to school in the first two days so we can share thoughts and problems together.

Maths

Arithmetic test content

Addition

- 1) Mental addition
- 2) Formal methods – column addition

Subtraction

- 1) Mental subtraction
- 2) Formal methods column subtraction

Multiplication

- 1) Use formal methods to multiply up to four digits by two digits.
- 2) Multiply by powers of ten.
- 3) Multiply a whole number by a decimal number, up to two decimal places.

Arithmetic test content

Division

- 1) Divide numbers up to 4 digits by two digits using formal methods
- 2) Divide by powers of ten giving answers into decimals where required.

BIDMAS

Use knowledge of the order of operations to carry out calculations with more than one operation. E.g. $3 + 5 \times 4 = 23$ (Not 32)

Arithmetic test content

Fractions

- 1) Add and subtract fractions with different denominators and mixed numbers, using equivalent fractions.
- 2) Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- 3) Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- 4) Calculate fractions of amounts e.g. 35% of 4000 (also written as $35\% \times 4000$)

Percentages

Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360].

Example Questions

1

$$979 + 100 =$$

[illegible]

1 mark

2

$123 \times 2 =$

[illegible]

1 mark

Example Questions

10

$$\frac{4}{5} - \frac{1}{5} =$$

1 mark

11

$$630 \div 9 =$$

1 mark

Example Questions

16

$$1,440 \div 12 =$$

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1 mark

17

$$20\% \text{ of } 1,500 =$$

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1 mark

Example Questions

24

$$15.4 - 8.88 =$$

1 mark

25

1 3 3 0 1 6

Show
your
method

2 marks

Example Questions

34

3	7	2	3	3	1
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**Show
your
method**



2 marks

35

$$\frac{3}{4} + \frac{7}{8} =$$



1 mark

Areas pupils find tricky...

Fractions of amounts

$$\frac{2}{3} \text{ of } 240 =$$

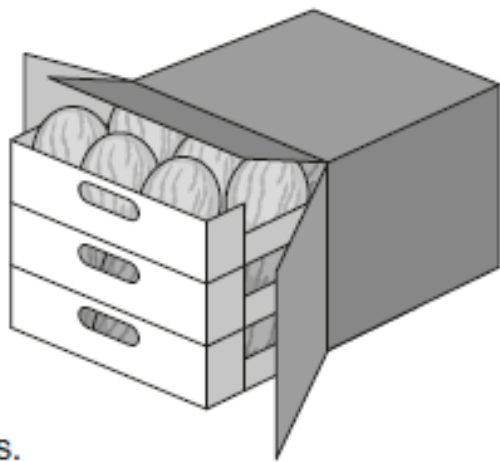
$$\frac{4}{8} \times 4000 =$$

15

A box contains trays of melons.

There are 15 melons in a tray.

There are 3 trays in a box.



A supermarket sells 40 boxes of melons.

How many melons does the supermarket sell?

Show
your
method

melons

2 marks

16



potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much **change** does he get from **£5**?

Show your method

£

2 marks

1

Write the missing number.

One is done for you.

180 $\xrightarrow{\text{is 20 more than}}$ 160

 $\xrightarrow{\text{is 20 more than}}$ 237

1 mark

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

6

Stefan's watch shows five minutes past nine.

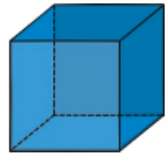
The watch is twelve minutes fast.



What is the correct time?

Properties of shapes

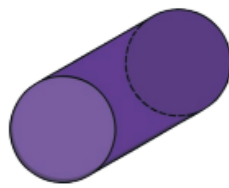
Properties of 3D Shapes



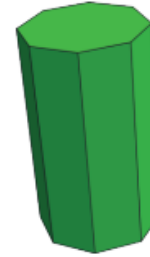
Cube
6 faces
8 vertices
12 edges



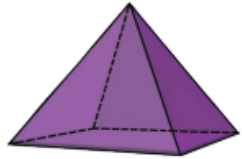
Sphere
1 face
0 vertices
0 edges



Cylinder
3 faces
0 vertices
2 edges



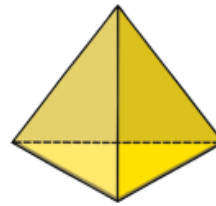
Octagonal Prism
10 faces
16 vertices
24 edges



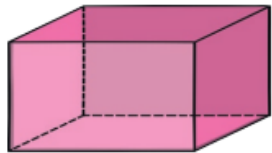
Square-based Pyramid
5 faces
5 vertices
8 edges



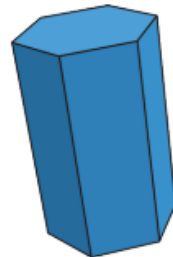
Cone
2 faces
1 apex
1 edge



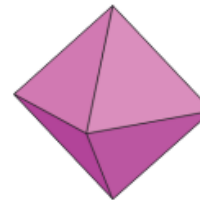
Tetrahedron
4 faces
4 vertices
6 edges



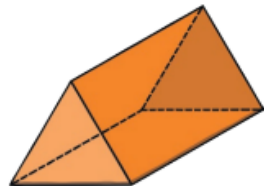
Rectangular Prism
6 faces
8 vertices
12 edges



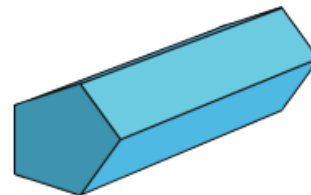
Hexagonal Prism
8 faces
12 vertices
18 edges



Octahedron
8 faces
6 vertices
12 edges



Triangular Prism
5 faces
6 vertices
9 edges



Pentagonal Prism
7 faces
10 vertices
15 edges

Easter revision

During Easter we will send home some practice papers and recommend pages from the SATs book.

We find that children are less anxious if they are provided with practice materials and it helps them keep their maths skills over the holidays.

We would recommend spending 10-20 minutes most days (the SATs papers do not have to be finished in one sitting), however, please do whatever you can and what works best for your children and family.

Establishing routines and
well-being

The week before

- Establish good routines of sleep and revision – including over the weekend
- Short 20 minute bursts of revision daily using CGP revision materials
- Discuss any anxieties – Listen to your child and let teachers know if you feel it's necessary

The night before

- Ensure your child has a good night's sleep
 - Turn off devices an hour before bed
 - Relaxing activity e.g. read a book

The morning of

- Eat a healthy breakfast before school
 - Children will be provided with a snack when they arrive at school
- Arrive at school at 8:30 to allow time to settle and discuss anything with an adult
- If children arrive after the test has started, children will need to be escorted to a separate room to take the test.

Any questions?